

LONG TERM PLAN YEAR 1

SUBJECT		AUTUMN		SPRING		SUMMER	
		AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
ENGLISH	CORE TEXTS	<p>Elmer</p> <p>Where Next, Mr Noah? Mike Dickinson</p>	<p><i>Dogger</i> <i>By Shirley Hughes</i></p> <p>Remembrance Day Poetry</p>	<p>The Jolly Postman <i>by Alan Ahlberg</i></p> <p>Traditional Stories: <i>Goldilocks and the 3 little pigs</i></p> <p><i>Jack and the Beanstalk</i></p>	<p>How to Find Gold By Viviane Schwarz</p>	<p>Katie in London by James Mayhew</p>	<p>The Lonely Beast By Chris Judge</p>
	WRITING OUTCOMES:	<p>To Entertain: Building sentences: Character Study</p>	<p>To Entertain: Story Poetry</p> <p>To Inform: Lost Poster Description- my favourite toy</p>	<p>To Entertain: Retelling of a traditional story</p> <p>To Inform: Instruction writing Letter writing- Sorry</p>	<p>To Entertain: Retelling story Character description Setting descriptions</p>	<p>To Entertain: Own story set in London Postcard Setting description</p> <p>To Inform: Fictional Recount</p>	<p>To Entertain: Diary Character Description</p>
MATHS		<p>Place Value (within 10) Addition & Subtraction (within 10)</p>	<p>Addition & Subtraction (within 10) contd. Shape</p>	<p>Place Value (within 20) Addition & Subtraction (within 20) Place Value (within 50)</p>	<p>Place Value (within 50) contd. Length, Height, Mass and volume (vocabulary)</p>	<p>Multiplication and Division Fractions ($\frac{1}{2}$, $\frac{1}{4}$) Position and Direction (Describe position and direction)</p>	<p>Place Value (within 100) Money and Time (Recognise different denominations of money; O'clock and half past)</p>
SCIENCE		<p>Animals including humans How are animals different?</p>		<p>Everyday materials What are things made out of?</p>		<p>Seasonal Change How do the seasons affect day and night?</p>	<p>Plants Why do some trees keep their leaves?</p>
HUMANITIES		<p>Where do we come from? An introduction to globes and maps. To create a birds-eye view map. Locating continents, oceans, and the UK. Locate and label countries and origin of family including grandparents/great grandparents.</p>	<p>Where do our toys come from? Building on learning from previous unit (world, past/present), Using toys as a hook, identify/describe differences between eras and identify/describe sources used to find information about toys.</p>	<p>Why is Columbus important today? Use world map to locate continents, oceans, UK, and countries, including describing location to UK and Israel.</p> <p>Plot journey of Christopher Columbus on</p>	<p>Where can we see the sea? Building on world maps to locate UK, including the naming of the 4 countries and their capitals. Build landmark and locational knowledge of London and vocab such as coast, city etc to describe different landscapes/ topography.</p>	<p>What will the weather be like today? Building on knowledge of the UK and its location in world map, locating hot and cold areas, and using knowledge of seasons, to describe weather from data.</p>	<p>What is London like? Use aerial photos and plan perspectives to build on map skills to sketch local maps, to distinguish between human/physical features, including railways and location of homes to describe journey to school. Recognise/describe</p>

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	Place people (family) and events on a timeline . Identify/describe sources used to find information about grandparents, (Introduce world map)	Identifying the differences between toys and locating where they have come from and including the materials they are made from. (Consolidate world map and introduce past and present)	maps to describe travel/journey to introduce transport changes over time and compare with modern day. Identify/describe sources used to find information about Columbus. (Consolidate world map and change over time)	Build on the concept of travel around London (Underground) and from London with directional language and recognise differences and journeys to seaside . Bring in historical element by discussing different travel methods past and present and how railways made day trip holidays possible. (Opportunity to appreciate where in the UK they are before moving to study London)	(Compare and contrast different weathers in the world in terms of hot and cold areas - Israel)	differences between past and present from variety of sources and place within a timeframe/chronology . (Continue to scale down from UK to London recognising human urban features prior to the Fire of London unit in Year 2)
COMPUTING	<p style="text-align: center;">Getting started</p> <p>Improving Mouse Skills on Paint program</p> <ul style="list-style-type: none"> Clicking selecting, dragging objects to resize and reposition shapes Adding text to enhance text 	<p style="text-align: center;">What is a computer?</p> <p>Computer safety – Unit 1.1 Online Safety and Exploring Purple Mash (4 lessons)</p> <ul style="list-style-type: none"> To log on and off the computers and the Purple Mash program safely. To find their ‘to do’s’ independently and save their work. <p>Purple Mash – Unit 1.9 Tech Outside School (2 lessons)</p> <ul style="list-style-type: none"> To find and understand examples of where technology is used in the local community To record examples of technology outside school. 	<p style="text-align: center;">Unit 1.7 Purple Mash – Coding</p> <ul style="list-style-type: none"> Understand what instructions, actions, backgrounds, and objects are. To use an event to control an object. <p>To understand how to use the scale attribute (property).</p>			
D T	<p style="text-align: center;"><u>Structure Project 1</u></p> <p style="text-align: center;">Doughnut box (Channukah)</p> <p>Using ready-made nets to assemble a box and decorate the exterior</p>	<p style="text-align: center;"><u>Cooking</u></p> <p style="text-align: center;">Fruit Salad-Tu Bishvat</p> <p>Select and prepare fruit using knives Apple, banana, strawberries, grapes</p>	<p style="text-align: center;"><u>Mechanisms Project 1</u></p> <p style="text-align: center;">Slider toys- Rabbit sliding out of hat</p> <p>Children to create a slider toy.</p>			
ART	Mark Making	Colour Chaos	Inspired by Flora and Fauna			
PSHE	What is the same and different about us? Who is special to us?	The Star who Fell from the Sky	Keeping healthy with food and drink Keeping healthy with physical exercise			
MUSIC	African call and response song- (African Animal Theme)	Orchestral instruments (Theme: Western stories)	Musical Me			

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	Using instruments to represent animals, copying rhythms, learning a traditional African call and response song and to recognise simple notation, progressing to creating their own animal based call and response rhythms	Children are introduced to the instruments of the orchestra and practice identifying these within a piece of music. They learn how different characters can be represented by timbre, how emotions can be represented by pitch and how changes in tempo can convey action.	Learning to sing and play a song using tuned percussion, adding sound effects, experimenting with timbre and dynamics and using letter notation to write a melody		
PE	Initial Ball skills	Gymnastics	Tennis Including throwing and catching small balls	Running and Jumping	Striking and Fielding
FOREIGN LANGUAGES BIBLICAL HEBREW	<p>Continue to build reading longer words with increasing fluency Writing block letters</p> <p>Continue to develop understanding of the vocabulary necessary to describe the culture surrounding Biblical Hebrew Explore the patterns and sounds of language through songs and rhymes.</p>				